Enhancing Education Through Technology (EETT)
Competitive Sub-grant Application Assurance Sheet

Project Title: Students and Teachers Actively Reinventing the School (STARS) Amount of Request: $75,000

District Name (Fiscal Agent for Consortiums): Payette Joint School District Number: 371

Please list the school name, and indicate whether it is a targeted school or a partner school and certify the CIPA compliance for all participating schools within the project:

Dist. # or 'P' for Private School	School Name	This school is a targeted school 'T' or a partner school 'P'.	This school is in compliance with the CIPA as outlined on page 3 of the guidance document.
371	Westside Elementary School 102	(T) P	(YES) NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO

By signing below, I certify that we have contacted the charter and private schools in our area about participation in this grant and that we have an approved technology plan on file with the Idaho State Department of Education.

Superintendent Name (print)	E-mail	Telephone
Pauline B. King	paking@payetteschools.org	208.642-9366
Signature: Pauline B. King		
District Technology Coordinator Name(print)	E-mail	Telephone
Matthew Rauch	marauch@payetteschools.org	208.642-3327
Signature: Matthew Rauch		
Project Director Name – *if different than District Technology Coordinator* (print)	E-mail	Telephone
Paula S. McElroy	pamcelroy@payetteschools.org	208.642.3241
Signature: Paula S. McElroy		

Additional Consortium/Partnership Participants:
(Add additional pages as necessary)

Organization Name: Northwest Nazarene University		
Supervisor Name and Title* (print): Larry M. McMillin - Dean	E-mail: lmmcmillin@nnu.edu	Telephone: 208-467-8495
Signature: Larry McMillin		
Organization Name: Renaissance Learning, Inc.		
Supervisor Name and Title*(print): Missy Shaw - Specialist	E-mail: mbshaw@renlearn.com	Telephone: 877-988-8050
Signature: Missy Shaw KT		
Organization Name		

*Superintendent must sign for school districts. Dean must sign for Colleges of Education

Project Abstract - How can the Westside Elementary School (WES) best prepare its students to be successful in the rapidly changing environment of the 21st century? This is a question of paramount importance to the leadership, teachers, parents and community. NCLB recognizes the importance of technology in the global world that surrounds our students and challenges educational leaders to ensure that technology literacy becomes a "basic skill" needed in much the same way as reading and math for success in the student's life. With over 77% of the students coming from low-income families and about one-third of the students scoring below proficiency in reading and writing on the state's standardized assessment, it is apparent that WES students need to be introduced to these technologies so that they may build the skills needed for success in the future.

What kind of world do our students face? Students will spend their adult lives in a multi-tasking, technology-driven, multi-cultural, and energetic world and they must be equipped to handle it. For many students, everyday life is already technology-driven. They connect with friends via email, instant messaging and chat rooms, search the web to explore their interests, express themselves with multimedia, learn with software, play video games in virtual realities, manipulate digital photos, and take pictures with cell phones. Yet, they come to school and learn with traditional methods. Clearly, there is a profound gap between the knowledge and skills most students learn in school and the knowledge and skills needed in today's communities and workplaces.

The vision of WES is to close the gap between how students live and how they learn in schools and the EETT Title IID grant will assist in this endeavor. This is essential if we are to provide equal opportunities for our students as it becomes apparent that students without access to technology at either school or at home will be at a disadvantage in 21st century society. Therefore, providing students with routine and regular access to technology at school is an integral part of the educational plan. This vision includes a restructured learning environment that takes the best of the future scenarios, integrates the research on the growth and development of today's students and incorporates 21st century skills.

The EETT Title IID grant will assist in transforming our classrooms and schools into 21st century learning environments to ultimately improve student academic achievement. The traditional classroom setting of crowded rows of desks with the teacher at the front will be replaced with a learning environment designed to provide an interactive venue for students. In this area, students can use technology to present their understanding of subject knowledge. Project-based learning and interdisciplinary strategies will provide students with a well-rounded understanding of curricular content and an atmosphere where discovery, deep thought and reflection, participation, and interaction are encouraged. The teacher will facilitate the learning and have a firm understanding of each student's learning needs because she will have immediate access to data to assist in planning and delivering learning programs. Each student will have access to a learning device (laptop) that is used for learning, productivity and communication. The student and teacher will be connected to a wealth of information and curricular content through this tool and communicate through it with each other as well as with anyone from a large network of learning specialists. Parents will have immediate access to information on the progress of their children and will be able to readily communicate to teachers and school staffs through the Internet.

Educational Need for the Project - In 2007-08, WES served 241 students in 4th and 5th grades which is 13% of the Payette Joint School District's population of 1,825[1]. Located in an isolated rural area, the student population is economically and culturally diverse. Almost one-quarter of the children served by the school (24%) are Hispanic or are members of traditionally under-served language minority group. There is also a significant immigrant population in the area (10%) that consists of non-English speaking families from Mexico. These Hispanic and immigrant families constantly struggle to master the English language. They find that it is nearly impossible to thrive in this local economy that is increasingly demanding computer and academic skills that they just do not have. With a 4% unemployment rate and 39% not in the workforce[2], 12% of households in the community being single parent households, and with 77% of the students at the school coming from low income families[3], many of the families in the community do not have computers and Internet access in their homes, making the students reliant on schools for such resources. In addition, many families in Payette specifically lack the literacy skills needed to help their children with academics and homework. One recent study, for example, revealed that 10% of parents of students are reported to have less than a 9th grade education and 26% have less than a 12th grade education[4]. Approximately 31% percent of parents are reported to read and write at a "literacy level II" rate; 18% at a "level I" rate; and 49% of parents are reported to be "illiterate" and completely lacking in reading and writing skills[5]. According to census data, if WES students follow in their parents' footsteps, less than 32% will ever graduate from high school; less than 17% will ever earn an Associates Degree in college, and less than 11% will ever earn a Bachelors Degree[6].

With such a high diversity student population, which includes a broad range of abilities, disabilities, cultural backgrounds, and ethnic populations, when combined with the school's desire to meet the educational challenges of tomorrow, creates an environment conducive to the testing and implementation of the proposed STARS project. Westside Elementary School (WES) has developed a school-wide technology plan and has actively implemented programs to address the needs of today's students to be prepared to participate in a global, highly technologically based, 21st century world. The plan calls for incorporating Internet based networks, hardware, curriculum software, and professional development in classrooms, and includes projects aimed at systematically incorporating technology systems for both instructional and operational purposes. WES's vision is to empower students to become lifelong learners capable of using technology for critical thinking, skill development, communication, presentation of knowledge, and virtual learning. The vision is focused on bridging the gap between how our students, as Digital Natives, LIVE and how they LEARN in school.

To bridge this gap, classrooms and schools must be re-invented into 21st century learning environments that use digital learning tools within a program of study that emphasizes knowledge of core academic content at critical thinking levels, real world experiences both inside and outside of the school, and learning that is relevant, engaging and meaningful to the life of a student.
Student Achievement - WES did not meet 07-08 AYP in both Reading and Math. In fact, WES is in its third year of "School Improvement" for reading, in its first year of "School Improvement" in

[1] Payette Unified School District student records
[2] Census 2000
[3] Payette Unified School District – Student free and reduced lunch eligibility forms
[4] Census 2000
[5] American Literacy Association (2007), Adult Literacy Estimates
[6] Census 2000

math, and is on alert for the third indicator, Language Arts. The 07-08 AYP Preliminary Data report indicated that WES did not meet the goals for overall student Reading proficiency, Reading proficiency of White, Hispanic and economically disadvantaged students, Math proficiency of Hispanic students, and overall proficiency of students under the third indicator. Idaho Standards Achievement Test (ISAT) assessment scores further documents the discrepancy between the Hispanic or the economically disadvantaged and the total school population, as shown in the following chart. *WES's student scores on the ISAT ranked below the state averages overall and in almost every subgroup population.*

07-08 ISAT Student Scores	% of Students NOT meeting proficiency in Reading		% of Students NOT meeting proficiency in Math		% of Students NOT meeting proficiency in Language Usage	
	WES	State	WES	State	WES	State
Fourth Grade						
All Students	29.1%	17.5%	16.6%	15.8%	38.1%	22.4%
White	26.8%	13.5%	13.6%	12.8%	36.1%	18.5%
Hispanic	37.5%	35.8%	28.2%	28.5%	46.9%	40.2%
Limited English Proficiency	50.0%	47.6%	40.9%	37.7%	54.5%	51.7%
Economically Disadvantaged	32.3%	26.0%	20.2%	23.2%	44.5%	31.9%
Special Education	85.7%	51.0%	64.2%	45.8%	92.9%	53.4%
Fifth Grade						
All Students	23.7%	15.9%	26.8%	21.9%	37.4%	25.9%
White	21.7%	12.7%	24.5%	18.2%	36.9%	21.9%
Hispanic	31.6%	30.1%	36.8%	39.7%	36.9%	44.7%
Economically Disadvantaged	27.9%	23.2%	27.3%	31.5%	43.8%	36.4%

Professional Development Needs - This data strongly indicates that despite major academic and technology initiatives, the school is still struggling to transform into the new vision of 21st century learning that is essential for today's students to be successful. Despite efforts of the district in 1999 to meet the state certification requirement which ensured that at least 90% of staff meets the state technology standards, a recent survey shows that a majority of current teachers can not meet these same standards today. With the vast changes in technology and the Internet, teachers' predominant use of technology is highly limited to drill and practice and the use of integrated learning systems. Teachers predominantly see technology as a supplement to instruction rather than a tool embedded into daily classroom practice. It appears that 21st century learning skills such as expanding basic competency to the understanding of core academic content at higher levels, the focus on problem solving skills, the use of technology for information retrieval and communication and the learning of academic content through real-world examples is not prevalent at WES. Yet, it is these skills that are the most needed for our students to be successful academically and in their future careers. Currently, WES lacks the needed technology and staff knowledge to make this a reality.

Technology Needs - The school's computer lab has 27 out-dated desktop computers with out-dated software (Windows 98) that were purchased in the late 90's. The computer software on these computers are so outdated that they are unable to run computerized ISAT preparation and practice programs provided by the Idaho Department of Education. This is clearly evidenced by student achievement. There is a lack of computer access for students at the school. Currently, students must wait days prior to having access to computers for reading quizzes after reading level books. This has been detrimental to many students' academic progress. The use of computer programs such as Accelerated Reading has been proven to support the literacy and comprehension skills of students.

The STARS Project Detail - While it is recognized that school reform takes sustained time and continuous effort, several factors can contribute to success at WES including: (1) using *mobile technology* including student laptops to emulate real-world work environments and other new technology to transform the classrooms into 21st Century model classrooms; (2) *professional development* through seminars as well as coaching and mentoring to allow the teachers to experiment, obtain professional feedback and gain success over time; (3) curriculum focused on *project-based or inquiry-based learning* allows students to appropriately use digital and communication tools to access and manage information and construct new knowledge; (4) creating a state of the art *technology lab* with updated hardware and software that will serve those students struggling to reach proficiency; and (5) support of the school leadership and a technology team for *full integration of technology into the curriculum.* These initiatives, acting as part of a systemic process, support teachers, students, parents and administrators in the process of transforming the school's traditional classrooms into 21st century models. The focus of this grant proposal is to move WES into this model environment through professional development, infusing project based learning, student lessons focused on learning curriculum through technology and providing additional classroom technologies that are currently not widely available. Pedagogical emphasis will be placed on the constructivist approach to learning and student involvement, engagement, and achievement, and will be the focus of this project. In implementing this initiative, the technology addresses not only the quantity or ratio of computers to students but more importantly the method of use to transform student learning.

WES will implemented an aggressive plan to "level the playing field" for all students at the school by providing 30 wireless student laptops and mobile cart for classrooms to share in the school, an LCD projector for each classroom, and digital curriculum resources through the STARS Instructional Technology initiative. The laptops will provide distraction-free writing, keyboarding and quizzing. The laptops will also provide two-way communication through the use of radio frequency technology, which will maximize classroom participation, enable instantaneous formative assessment, and provide wireless printing. The laptops will be used to engage students in computer assisted learning programs such as Accelerated Reader and Renaissance Math. The projectors will be used not only for student presentations but an interactive and engaging way for teachers to teach the curriculum.

To simply place technology into the learning environment will not effectively reform teaching and learning. Therefore, teachers will be provided research-based professional development and support for using technology in teaching and learning and to effectively impact student achievement. This will also allow them to actively involve students in their own learning process. Renaissance Learning experts, faculty from the Northwest Nazarene University and other consultants will conduct the professional development. The following professional development activities will be offered through the STARS project: (1) Technology Integration Professional Development: A one-day on-site training for teachers will be provided in using the NEO laptop systems in their classrooms and how to integrate the technology into their lesson plans. (2) Model Classroom training: Teachers will be provided professional development which will provide teachers an opportunity to update skills, such as create project lessons, and implement project lesson. (3) Skills-Based Training: Teachers will be provided training for using word processing; using the Internet to collect and analyze data; using graphing calculators, database and spreadsheet software to organize and calculate data; and using multimedia equipment and software to build professional products. (4) Digital Education workshop: Teachers will explore strategies for integrating technology into the curriculum by examining the role

of data-driven instruction and its impact on curriculum and delivery, as well as investigate the role of technology in collecting, analyzing, and interpreting student achievement data to shape student progress and performance.

The school's technology lab will be updated with new desktop computers and software to accommodate the instructional programs. The lab will serve as an effective tool to support full implementation of technology into our curriculum throughout the school. The lab will be utilized by teachers to address the needs of an entire class of diverse learners. Teachers will be able to place students near proficiency into the lab with computer assisted instructional programs such as the ISAT preparation program or Renaissance Learning programs as the main interface. Other uses of the computer lab will be for research, projects, testing, web-based instruction, other computer-based interventions and for teacher use for project-based learning.

Goal 1: Improve accessibility to upgraded computer technology and software at the classroom level.		
Objective 1.1: Increase technology access in the classroom		
Activity: Design 21st Century model classrooms and purchase laptops, and other technology. Purchase and install all computer software and instructional programs.	*Measure:* Check off that items are purchased and working.	*Timeline:* Within two months of grant award (February 2009)
Objective 1.2: Increase daily student computer use for learning.		
Activity: Weekly use of ISAT preparation program, Accelerated Reader, Accelerated Math, and other programs.	*Measure:* Student computer logs and classroom teacher lesson plan audit.	*Timeline:* Monthly measure March 2009 through March 2010
Goal 2: Improve the ability of teachers to integrate technology effectively in daily classroom instruction.		
Objective 2.1: By the end of the project, 90% of teachers will demonstrate proficiency in the usage of the new technology.		
Activity: Provided targeted professional development for the implementation of a 21st Century model classroom.	*Measure:* Pre and post technology proficiency survey and self-assessment survey for technology integration.	*Timeline:* Within three months of grant award (end of March 2009)
Objective 2.2: By the end of the project, 90% of teachers will report an increase in technology integration in their classroom.		
Activity: Integration of technology in daily teaching practice	*Measure:* Classroom lesson plans showing lesson planning and differentiated instruction	*Timeline:* Monthly measure March 2009 through May 2010
Goal 3: Improve student achievement in all sub-groups to meet or exceed AYP targets in Math and Reading.		
Objective 3.1: By the end of the project, an increase of 5% of students in each sub-group will demonstrate proficiency or above on the ISAT.		
Activity: Teachers will use student's individual ISAT scores, Accelerated Reading and Accelerated Math scores and classroom assessments to target student's individual needs. Teachers will use interactive software tools in the classroom to provide whole class and individual learning activities for students.	*Measure:* Spring 09 ISAT scores	*Timeline:* Monthly measure March 2009 through May 2010

A STARS team of project management and implementation will be formed. The STARS initiative will be managed through the direction of the School's Technology Coordinator with final decisions being made by the School Principal. Lead teachers in the school will serve as mentors and coaches for teachers in the technology integration process. Evaluation will play an important part in the sustainability of this project. The evaluation plan will consist of a case study design to determine the relative impact on student achievement of the project. The evaluation effort will focus on determining the process of implementing this project and on determining the benefit of this program for students and teachers. Positive outcomes will be sustained through school and district resources.

Sustainability - WES is dedicated to the sustainability of the STAR program. This program will lay the groundwork for improvements in the school, especially in the area of technology literacy for both teachers and students. As a rural school district, implementing the 21st Century model classroom will serve as an in-house expertise model where teachers will be continuously mentored and coached to effective use of the technology. In addition, the development of these model classrooms will allow for future collaborative opportunities for teachers in all subject areas.

To ensure that the model classrooms and the school maintains itself as a 21st Century model, the school commits to continually access the use of technology for increasing student achievement. The state of the art computer lab will be fully integrated into the curriculum and will be continuously monitored. The school commits to continuing to license acquired software each year through district allocated funds including Renaissance Place subscription, and other instructional software. The school has developed a plan to continue to maintain the computers and keep them up to date as a normal expense.

School staff will have the technical assistance they need for using and maintaining technology. Professional development will be ongoing outside of the scope of this initial project. Local funds will be set aside for the instruction of new teachers. Further, teachers will continue to be trained in the latest techniques in using technology to effectively reach our children with innovative teaching strategies. Using a coach and mentoring model will allow teachers at the school to continue the learning process, as they test and practice new teaching strategies. Collaboration time where teachers can share and improve their practice will also emphasize the importance of the program. Teachers will be released for additional training if necessary and continued training will be budgeted in school funds. All staff will have continual access to professional development in technology-related areas. In addition, trained lead teachers will serve as mentors and coaches for teachers beyond the project period to ensure the continued integration of technology into the curriculum.

Project partners such as Renaissance Learning and the Northwest Nazarene University in Nampa Idaho will participate in this project. Both partners will provide consultant days that will be used for professional development workshops, additional coaching opportunities, and on-site support.

Project Budget - The proposed budget is aligned to the project design and includes resources necessary to effectively transition classrooms into 21st century models. The requested budget fills in the essential components needed and not available through school resources. At the same time, the budget strategy leverages existing school resources and the experience of its teachers and the project partners in implementing the STARS project.

Budget Item	Unit Cost	Total Cost
Materials and Supplies		
Laptops: NEO SmartOption Mobile Lab Bundle with 30 laptops for student usage and mobile cart.	$7,452	$7,452
Desktops: 30 HP desktop computers for state-of-the-art technology lab. Computers include latest software and licensing.	$800	$24,000
Switches: Switches replacement on hubs	$4,000	$4,000
LCD Projectors: 7 LCD projectors for each classroom to be used with the laptops and teacher computers.	$430.71	$3,015
Professional Development Activities – (25% of budget = $18,750)		
Professional Development: Renaissance Learning to provide workshop in usage of technology.	$8,850	$8,850
Professional Development: Faculty from the Northwest Nazarene University and other consultants to provide training workshops for teachers in technology integration.	$6,900	$6,900
Travel: Team of at least two staff members to a one-day evaluation in-service in Boise, Idaho including hotel, mileage cost, and substitute teacher.	$1,000	$1,000
Travel: Outside evaluator to perform site-visit and teacher data collection workshop for project evaluation.	$2,000	$2,000
Purchased Services		
Installation: Full LCD Projector installation for 21st Century model classrooms.	$2,073	$2,073
Reconfiguration: PC Lab writing reconfiguration costs	$3,000	$3,000
1-Year Subscription: Renaissance Place for students assessment using Renaissance Reading and Renaissance Math programs	$4,165	$4,165
Evaluation: An outside evaluation of the project is a critical way to determine if project goals have been met and if the strategy implemented has been successful. Funds up to $7,500 have been set aside to hire an outside evaluator to complete this process.	$7,500	$7,500
Total Program Costs		$73,955
Indirect Costs		$1,045
TOTAL REQUEST		**$75,000**